We & Thee

WINTER 2025





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Carolina Friends School is a vibrant and inclusive learning community empowering students to think critically, creatively, and independently. We foster active exploration and quiet reflection, individual endeavor and collaborative engagement. Inspired by Quaker values—pursuit of truth, respect for all, peaceful resolution of conflict, simplicity, the call to service—we teach our children that it is possible to change the world.

We & Thee is published by

CAROLINA FRIENDS SCHOOL

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We & Thee

4 A Note from Karen
6 Creating a Culture of Belonging
8 Exploring Our MLK Day Tradition
10 MLK Day 2025
12 Update on Upper School Facilities
14 Lower School Voices Advocate for Truth and Healing
16 Artificial Intelligence: What Do Families Need to Know?
18 Lillie Patterson Watson's Legacy
19 Alumni News
20 Thank You, Donors!



During our Middle School Day of Action, students came together to sort and bag 40,000 pounds of local potatoes for the Society of St. Andrew. These potatoes immediately went to feed neighbors across the state—just in time for Thanksgiving.



A NOTE FROM KAREN

Friends,

We are midway through celebrating our 60th anniversary, and as I write this introduction, we've just celebrated two of my favorite traditions: the Upper School Winter Dance Concert and our all-community Martin Luther King Jr. Day program and afternoon of service. It's so incredible to see the powerful ways in which we come together for expression, for solace, for joy, and to help one another. As a new presidency begins and we face a swiftly shifting landscape around so many issues—global conflicts, the role of technology in our lives, and the impacts of climate change—uncertainty and anxiety are among the feelings rising up for many.

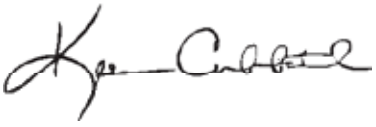
This unsettled feeling, for me, has thrown an even brighter light on looking back over our last 60 years and looking ahead to many more decades to come. Since the 1960s, Carolina Friends School has persevered through incredible adversity, including bomb threats, for our intentional racial integration; the gas shortages of the 1970s, which required an impromptu busing service to be put together; and more recently, responding to the COVID-19 pandemic. In times of trouble, the people of this learning community have come together in many ways, guided by Quaker values such as peaceful resolution of conflict, radical respect, and the importance of seeing the Light in each and every individual.

Modeling and teaching these values to our children feels like just the salve we need. It is such important work to provide not just an education but an environment where students are deeply seen, can develop their authentic selves, and receive the tools they need to become agents of change. This is imperfect work, and requires continuous examination, reflection, and revision. It also requires joy, wonder, and empathy. I feel so lucky to be a part of it.

The School could not have thrived over the years without the families who continue to choose us as trusted partners in raising their children, or the many who have gifted their time, talents, and resources. I want to thank each of you who have contributed to this strong foundation, and to all who are joining me now in envisioning an incredible future.

In this issue, you will find reflections on our past and examples of the ways in which our program continues to be thoughtfully shaped. I hope to see you in April for our official 60th Anniversary celebration weekend, including reunions, the FriendsFest music festival, and an all-community Meeting for Worship.

Be well, and keep shining your Light!



Karen







As part of their immersive study of instruments, our Chapel Hill Early Schoolers enjoyed a VIP experience with members of the UNC-Chapel Hill Marching Band. After an interactive show-and-tell, they scored front-row seats to a live performance featuring the iconic UNC fight song!

CREATING A CULTURE OF BELONGING

Rethinking the Traditional Middle School Orientation

At this year's annual conference for the Association for Middle Level Education (AMLE), four past and present Carolina Friends Middle School teachers (pictured below)—Christel Butchart Greiner, Kate Pendergrass, Ruthie Allen, and Erin Linn—took the stage to share their transformative approach to building a purposeful and inclusive orientation. Their message to educators and school leaders was clear: the first week of school is more than just a warm-up; it's the foundation for a year of meaningful learning, connection, and growth.

For many schools, orientation is often overlooked, with educators eager to dive into class curricula. But as the Carolina Friends team emphasized, orientation shapes the tone for the entire year.

Rethinking the Traditional Model

Four years ago, during a typical Middle School orientation, Kate Pendergrass observed a "human bingo" game in action. The activity encouraged students to circulate the room, asking peers questions to fill their bingo cards. While many students thrived on the social energy, others clung to the walls, overwhelmed and uncertain.



It was a moment of reckoning. She and her colleagues began to ask: "Does this really work for everyone? Who are we unintentionally leaving out? How can we do better?"

Driven by these questions, a working group spent a year researching, reflecting, and reimagining orientation. Their goal? To create an experience that fostered true belonging for all.

Centering Marginalized Voices

The group drew inspiration from the works of bell hooks including *Teaching Community: A Pedagogy of Hope* and *Belonging: A Culture of Place*. hooks's philosophy emphasizes accessibility and centering those in the margins, a practice that ultimately benefits the entire community.

"We held the image of inclusivity versus belonging," Greiner explains. "Inclusivity says, 'Hey, pull up a chair to this table.' Belonging says, 'We created this spot at the table just for you.'"

Guided by this principle, the team identified groups most often marginalized at School: students with disabilities, students of color, students from working-class families, and queer-identifying students.

They then designed an orientation that intentionally centered these groups, ensuring that every student felt seen, supported, and valued.

Practical Steps Toward Belonging

The revamped orientation includes several key innovations:



During orientation week, each new student is paired with a Fourth Year mentor. From lunch hang-outs to weekly check-ins, these mentors help create a space where newcomers feel a sense of belonging. This practice has been so valued, the Upper School has adopted it too.

1. Starting with connection, not content: While classes begin on the first day, academic instruction waits. Instead, time is devoted to building small communities and fostering meaningful connections.

2. Explicitly teaching "how we do things": Standardized presentations in every class to ensure all students receive clear, consistent information about school norms and expectations.

3. Adding structure to unstructured time: Optional activities during breaks provide students—especially those who feel overwhelmed—a safe and welcoming space to recharge or connect.

Transformative Outcomes

The impact of these intentional changes has been profound, both academically and behaviorally.

"When students feel a sense of safety and connection, they're set up to excel academically," explained Greiner. "They can focus on learning rather than worrying, 'Do I belong here?'"

Kate Pendergrass noted improvements in behavior as well. "Kids now have a clearer understanding of what's expected of them. They aren't left guessing or pushing boundaries, which has reduced disruptions and created a more harmonious learning environment."

The care and intention for this foundational week seems to be resonating with the students.

Erin Linn recalled a moment she shared with a new student on the last day of orientation. The student said, "My worst day here so far was better than my best day at my old school.'"

A Commitment to Growth

By reimagining orientation through the lens of belonging, Carolina Friends School is setting a powerful example of what's possible when schools prioritize the mental, emotional, and academic well-being of every student.

After two pilot years, they continue to reflect, and adapt their approach, always centering the evolving needs of their students.

"We're not going to solve every problem," said Linn. "But we're determined to always keep trying."

— Erin Reitz Adams

EXPLORING OUR MLK DAY TRADITION

Former Staffer Dee Dudley-Mayfield Reflects on Decades of Our Annual Event

Carolina Friends School was founded upon the belief that "there is that of God in everyone." This belief spoke to me as a young graduate of North Carolina Central University. When I joined the Carolina Friends community in 1976, segregation was not too far in our rearview mirror. Many early Friends remember when there were two public school buses that traveled down Friends School Road in those early years. The first was a large, rumbling bus with white children being taken to their prospective schools. The second, and smaller, bus transported the Black children to their school—it always honked its horn as it crossed the narrow bridge near the Klopfers' house.

Although I joined the Carolina Friends staff with pride for its history and conscious engagement in civil rights work, I was initially less inclined to promote my Blackness as a community member. As I first volunteered to be on the MLK Day planning committee, I chose to stay in the background so as not to be looked to as an "authority" because of my Blackness. But I began to reflect on ways in which anything we offer becomes more powerful and authentic when it is shared from a lived experience. Being one of only a few African American staff members during those early years, I came to recognize that I could not separate who I was and what I lived day in and day out as a Black woman in the South from what my new employer was expecting from me. I committed to fully bringing my whole self to my teaching.

When Martin Luther King Day was first observed as a national holiday in 1986, Carolina Friends School did not join other schools in having a day off to attend other community celebrations. Rather, we dedicated the day to celebrating and educating the students, staff, and the



Dee Dudley-Mayfield performing with the Community Choir during the 2014 Martin Luther King Jr. Day celebration. Photo by Satsuki "Sunshine" Scoville '79.



Dancer and choregrapher Chuck “Baba Chuck” Davis leads community dancers during the 2008 Martin Luther King Jr. Day celebration. Photo by Laura Shmania.

neighboring community. The annual celebration began as a small gathering where children would sing and give speeches, and staff and classroom teachers taught lessons. As the years progressed, guest speakers were invited to share their experiences or teach us about the struggles for equality during the dark times in our history. These guests ranged from Chuck Davis, an African American dancer and choreographer, to Joan Trumpauer Mulholland, who was a cohort of John Lewis and a former freedom rider. Before long, the Mt. Sinai Baptist Choir became a big part of the school celebration. Their riveting rhythm and songs drew in the multiracial neighborhood community. Over time, other staff and CFS family members joined the Mt. Sinai Baptist group and the Community Choir emerged.

For me, the MLK Day celebration and service feels like the warmth of a church revival—held to inspire or reawaken the spiritual vigor of a group of believers. It involves many people gathered and working together for change with a shared sense of hope and renewal for our weary hearts. The struggles in our social fabric continue to reveal themselves. With that understanding, it is my prayer for renewed commitment to celebrating the life and legacy of Rev. Dr. Martin Luther King Jr.

This joyful yearly celebration evolved thanks to families, staff, and community outreach and participation. The artwork, poetry, and other contributions of the students to this day particularly spur me onward. When I hear their words, my confidence and resolve grow with a newfound focus. I believe Dr. King’s dream gets wings every time we hear youth join their voices to the movement.

— Dee Dudley-Mayfield








STUDENTS
DEMAND
ACTION







MLK DAY 2025

Thank you to everyone who filled the Gym with music and reflection—and to those who volunteered time in service to local nonprofits after the ceremony. Together, may we carry the Light forward.

Photos by Satsuki "Sunshine" Scoville '90

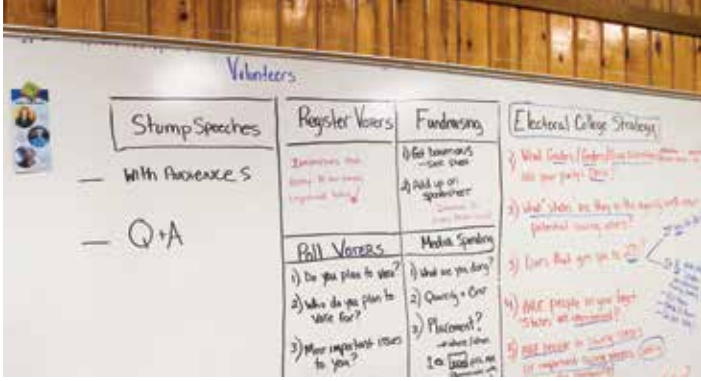
UPDATE ON UPPER SCHOOL FACILITIES

As part of the ongoing Main Campus planning project, work on planning new Upper School facilities has continued. At the start of the school year, a steering committee began meeting, composed of four trustees, five students, and eight staff members—mostly Upper School teaching staff—clerked by Upper School Head Teacher Jon Lepofsky and architect Ellen Weinstein of withArchitecture. The group has been meeting regularly after school to review renderings from the architects and provide feedback, ask questions, and discuss possibilities.

Based on feedback from the Upper School students and staff, the committee has decided on a general footprint for the new facilities. It is still reviewing ideas and plans for individual buildings and the locations of certain features, including potentially realizing the “arts village” concept that was originally drawn up to surround the Performing Arts Center.

Ellen and Jon have met with various staff members (the performing arts teachers in particular) to get input on specialized spaces. Some members of the steering committee have also visited nearby schools to view possibilities for science teaching spaces, common areas, and overall design features. More detailed plans for the interiors of the new facilities, from classrooms to common areas, will be drawn up. The plan is to conclude the design phase by this summer.

— Katherine Weaver Scott









SHAPING FUTURE LEADERS

Melissa Zemon's Upper School "Election 2024" class spent the fall analyzing current political campaigns and applying their learning in a real-world election simulation that included a voter registration drive, speechwriting, fundraising, and more. "I was so proud to witness how our students showed up," reflected Melissa. "Both candidates had their positions challenged in ways that helped them and their parties reflect on the knowledge and courage it takes to be a public leader. Our students are winning all around."





LOWER SCHOOL VOICES ADVOCATE FOR TRUTH AND HEALING

At Carolina Friends School, students are encouraged to think deeply, ask hard questions, and engage genuinely with the world around them. This approach is woven into the Lower School experience, where young learners explore not just Quaker philosophy, but how Quakerism relates to diverse cultures and perspectives.

In 2023, Lower School educator James Rees participated in an online workshop called "Toward Right Relationship with Native Peoples," led by Quaker Peace Teams. The workshop shed light on the intersections between Quakers and Indigenous peoples, especially the role of Quaker Meetings in operating Indigenous boarding schools. Between 1869 and the 1960s, Quakers operated more than 30 boarding schools as part of a government-backed effort to forcibly assimilate Native American children.

These boarding schools subjected children to harsh physical punishments, forced labor, and cultural erasure, all under the guise of "civilizing" them. Today, Quakers are beginning to confront their complicity in what is now recognized as cultural genocide. For James, this history was not just a subject for personal reflection—it was a story he felt his students could learn from. It's an academic lesson, but also a springboard for conversations about cultural respect and intention versus impact.

Striking images and quotes from the boarding school era left a lasting impression on James, particularly the contrast between Quaker leaders' self-assured justifications and the profound grief of Indigenous families. The challenge, however, was adapting this heavy history for nine- and ten-year-olds.

"I think there's a big shift from Third to Fourth Years," James shared. "Fourth Years have shown time and time again that they are really capable of thinking big about history and seeing a story from multiple perspectives."

James and his colleagues tailored the content to be developmentally appropriate



REFLECTION AND ACTION

Each student's personalized letter to a Quaker Meeting included:

- Examples of good and harmful interactions between Quakers and Native Americans
- An example of what Quakers should have done differently
- A suggestion for what Quakers should do now to repair harm
- A question about what the Meeting House has already done
- A hope for the future

for young children, balancing hard history with supportive framing to help Third and Fourth Years process their learning and focus on hope and action for the future.

Alongside learning about the painful legacy of Native peoples' forced displacement, students explored historic and modern-day stories celebrating the richness of Indigenous cultures and peoples.

"Most of my students don't identify as Quaker, but they take pride in being at a Quaker school," James shared. "Connecting to Indigenous peoples and then confronting the role Quakers played in their oppression is unsettling. It's hard to be a kid and process that kids their age were treated so cruelly."

To deepen the conversation, the classes invited Lauren Brownlee, former Carolina Friends Upper School Head Teacher and now Deputy General Secretary for the Friends Council on National Legislation (FCNL), to speak to them via Zoom. Brownlee described the FCNL's efforts lobbying Congress to establish a Commission for Truth and Healing Act that would address the boarding schools' legacy. The Commission aims to comprehensively investigate the 523 known Indian boarding schools that operated in the United States, report on their devastating impact, and map out a plan for healing and restitution. Her words inspired students to track the bill's progress and write to Congress when it is up for consideration in Spring 2025.

In the meantime, the class launched a letter-writing campaign to Quaker Meetings across North America, asking for reflection and engagement with this history. These letters have sparked meaningful exchanges, drawing responses from local communities, including Chapel Hill and Durham, to distant ones, including Toronto.

For the students, the campaign was not just an exercise in grappling with difficult truths, but a step toward making a difference.

"It means a lot to our young students to be taken seriously," James said. "And they should be."

— Erin Reitz Adams

GET INVOLVED



READ: *Finding Right Relations: Quakers, Native Americans, and Settler Colonialism* offers a primer on Quakers' complex relationship with Native Americans and explores a path toward healing.

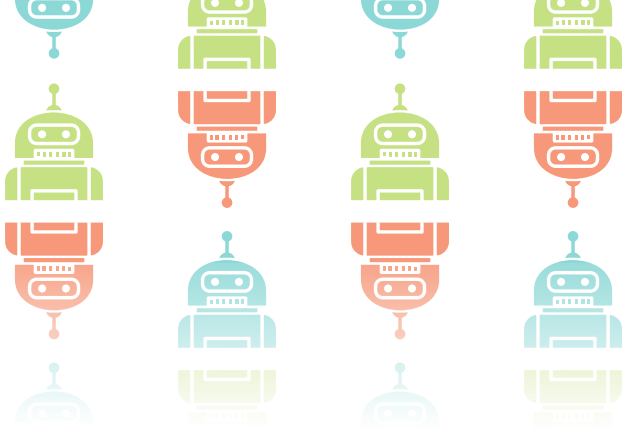


WRITE: In December 2024, the Senate unanimously passed the Truth and Healing Commission on Indian Boarding School Policies Act (H.R. 7227, S.1723). Now, it's time to urge your representatives to do the same.



ENGAGE: Tell your community about this critical initiative, and follow the Friends Committee on National Legislation and The National Native American Boarding School Healing Coalition for future calls to action.

ARTIFICIAL INTELLIGENCE



What Do Families Need to Know?

When it comes to the anxieties of parents and caregivers, some issues come and go in time. One topic that has stayed consistently near the top, despite (or maybe because of) the ways in which it is constantly changing, is the impact of personal technology on adolescents and teens. My own children were growing up during the beginning of the technology wave, but as a teacher and administrator, I've seen an incredible increase in technology usage and impact. While technology does provide us with many powerful and useful tools that we want to embrace in the classroom, we do a disservice to our students, their families, and ourselves if we wrap our arms around technology without careful thought and planning.

Artificial Intelligence and Schools

Among the more recent concerns regarding technology in students' lives is the advent of easily accessible and nuanced artificial intelligence (AI). In a recent Pew Research survey of US teenagers, 19% said they have used AI to help them with their homework, and 39% said using AI is acceptable to help them solve math problems. Moreover, 92% of teachers have varying degrees of doubt about the usefulness of the technology. We know that AI is here to stay, and will always be changing. As a school we have to do our best to stay ahead of the curve and also to be transparent with families about how we're teaching children to interact with AI.

In my role as Assistant Head of School at Carolina Friends School, I think it's important to look at AI use from both a student-user perspective and a teacher-user perspective, as the two are closely connected. What is true in both situations is that AI shouldn't just be relied upon; its use requires careful thought and the processing and filtering of information gleaned from it. It's important that we create a culture of curiosity rather than one of fear, particularly for the adults in our community. We also want to be sure we, as teachers and adults, are not embracing AI unquestioningly. AI is meant to be an iterative process, but you can only use it properly if you are well trained in its use. We want our students to enter the world as high-end AI users. Any school's response to AI's impact on student learning has to be centered on teaching students how to be critical users of AI as an information tool, and not use it exclusively as a research tool. (In the same Pew Research survey, 69% of teenagers said it's acceptable to use AI as a research tool.)

Our students (and we ourselves) need to be able to differentiate between the function of a search engine and that of large language models like ChatGPT, which are nothing more than an amalgamation of internet data. What comes through AI like ChatGPT might be easily accessible, but it is not necessarily true or accurate. For research, it's important to be able to trace the source of one's information.

As students use AI carefully and thoughtfully, they will realize that what they are using is a flawed system that needs to be filtered. In one recent survey, only 18% of teachers nationally are using AI in the classroom. Among those that aren't, it's not necessarily because they don't know how to, but perhaps because they are afraid of it. If we don't teach our students what AI is and how to use it well, we are doing them a disservice. But we are also potentially doing a disservice to ourselves; AI has some really interesting potential for helping teachers and

administrators do our jobs better. And that could be a good thing!

A common obstacle to effectively harnessing data is the lack of sufficient human resources to analyze it meaningfully. I've seen some fascinating work being done around AI's ability to sift through quantitative data. The results still should be checked by humans, but AI can be incredibly helpful to schools that want to better use the data they are already collecting. AI can also be a tool to help generate ideas for lesson plans and as a brainstorming partner for potential activities in the classroom. There's no ethical issues that I see in using it as a thought generator, to find patterns within data, or ask specific queries in order to get fresh ideas.

Many schools are drafting policies on students' use of AI for schoolwork. The best, most effective policies will be the ones that are nimble, that can be changed as technology evolves. There's been a lot of talk about AI in light of plagiarism, and specifically the role it could play in college admissions. Some college admissions offices say they know when an essay is generated by AI, but I'm not completely sure that's true. Some colleges invite applicants to use AI as long as that is indicated as a source or tool.

At Carolina Friends School, we've very intentionally allowed our teachers to explore AI usage at their own pace based on their needs and curiosities. For instance, two teachers in our Upper School's language arts program received a curriculum grant this summer to develop an AI policy, with the idea that it could be the basis for something shared across other subject areas and units. They've already uncovered some great research on AI's advantages and potential pitfalls. Our Middle School head teacher and librarian have been exploring ways we can use AI strategically while also teaching students to be critical users. An organization called One Schoolhouse has been a great resource for some of our teachers and head teachers. This fall, we're taking the conversation school-wide so we can address the needs of teachers and students at each developmental level.

Thus far, we've hesitated to create a top-down AI policy, in part because that's not our method of making decisions; as a Quaker school, we are built on a shared commitment to the continual revelation of truth, and invite multiple perspectives. It's also in part because technology is changing so quickly. The landscape is constantly evolving, and it's on us as educators to continually examine what's happening in real time.

> "We know that AI is here to stay, and will always be changing."

Still, we want to be open to any technology—including AI—that supports diverse ways of teaching and learning, and we want students to leave our school feeling equipped and confident in using technology for the greater good.

Partnering with Families

We know it's our job as educators to scaffold AI skills in our classrooms, but as with any aspect of a whole-child education, it is important for parents and caretakers to be curious about this topic as well. You should feel empowered to ask questions about recommendations for AI use at home, whether your school has policies or frameworks around AI use in general, and how it's being taught in the classrooms. It's a bit like when smartphones showed up: families felt completely caught off guard and students knew more about the technology than their parents and guardians (which is almost always true!). It is important to keep working at it, because the outcomes will be better if children are aware their families are having these conversations and asking these questions.

— John Sharon, Assistant Head for Teaching and Learning

LILLIE PATTERSON WATSON'S LEGACY



Ms. Lillie was the matriarch of her family, of Mt. Sinai Baptist Church, and of the Mt. Sinai community. Her life (October 30, 1931–May 13, 2024) was very full. In the 1960s, Carolina Friends School started just down the road from her home, and, over time, nine of her grandchildren graduated from Carolina Friends. Special thanks to Henry Walker for gathering reflections from Ms. Lillie's family, highlighting our School's impact—made possible by her unwavering dedication.

THOMAS PATTERSON

Ms. Lillie, our cherished mother, grandmother, and great-grandmother, departed this life on May 13, 2024, at the age of 92. Her passing, though unexpected, has left us with countless treasured memories.

One of her greatest accomplishments was raising eight children, a feat she achieved with grace and resilience. Through life's challenges, Ms. Lillie exemplified courage, determination, and dignity.

EVIAN PATTERSON '98

Carolina Friends School has been more than a school for me; it has been a compass guiding me through a life dedicated to learning, service, and the celebration of diversity.

NIA PATTERSON '99

Friends School taught me the profound value of love. We were more than just classmates; we were family, taking care of each other in a way that went beyond mere friendships. It was about genuinely caring for one another as family does.

DARIUS WATSON '08

One of the things I learned from my time at CFS was my sense of individuality and the ability to explore and expand nearly any interest I had. I cherish the memory of expressing my creativity in many moments I had during my seven years at Carolina Friends.

DESMOND WATSON '11

One of the skills I have taken with me is the ability to "settle in." As I have gotten older, it's became a tool for centering myself. Before work, at any point in the day/week, in a stressful situation or even non-stressful situation, I use it.

JAMILAH WATSON '12

As a child, I struggled to find a place among my peers as I navigated blossoming into my identity as a queer, Black, woman of color. My family and the community at Carolina Friends provided me with the opportunity to do that.

JAYLAN WATSON '16

What I learned from Carolina Friends is that you can find common ground with anyone regardless of age, gender, sex, and religion. It also taught me to be 100% myself, even when it feels foreign.

JMAR WILLIAMS '02

My experience at Carolina Friends has greatly benefited me in my adult life, enabling me to form friendships with people of any race, religion, or background, etc. It taught me to be open-minded and welcoming to everyone, regardless of our differences.

JAZMUN WILLIAMS '10

Among the things Carolina Friends taught me is the importance of respecting all people, of a strong sense of community, and of service and giving back. Silent reflecting helped me to develop self-awareness, clarity, and the confidence to share my talents and not miss great opportunities.

JUSTIN WILLIAMS '14

Attending Carolina Friends taught me the value of integrity, simplicity, community, peaceful resolution of conflict, and silent reflection. These lessons guide me daily and help me to contribute positively to my community.

ALUMNI NEWS

NEWS & UPDATES

Charlotte Shoneman '01 graduated from UNC-Chapel Hill in May 2024 with a master's degree in social work (MSW). She is now working as a clinical social worker providing psychotherapy to adolescents and adults. She lives with her husband and two children (age 12 and 15) in Wake County.

Mallory Konell '04 (also a former Middle School teacher) and Nico Boyd welcomed Milo Harrison Boyd on September 1, 2024. All are well and thriving in Los Angeles, CA. Mallory has just returned to teaching math and social studies.

Jaylen Harrell '20 is now a production assistant with ESPN, based in Bristol, Connecticut. While at UNC, Jaylen gained production experience with Inside Carolina and Go Heels Productions. Jaylen also joined us (remotely) for the January "Life After CFS" panel.

IN MEMORIAM

We are saddened to share the news from **Lisa Hess '89** that her uncle, **John (Johnny) Long '78**, passed away on January 6, 2025.



Mallory Konell '04 gave birth last September.



Jaylen Harrell '20 now works at ESPN.





At this winter's alumni volleyball game.



Alumni at the annual basketball (top) and ultimate (below) pickup games over Winter Break. Many thanks to all of the alumni who joined us and helped organize!

THANK YOU, DONORS!

On behalf of all who benefit from your generosity, thank you to all of our community members who have chosen to support Carolina Friends School by making a financial contribution. Because of you, we are well positioned to prepare our students to change the world for six more decades and beyond. The donors listed below have given since July 2023 and include 104 households who prefer to remain anonymous.

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GIVING DAY 2024–2025

THANK YOU, FRIENDS.

Together, our community raised **$251,463** during Giving Day, held on October 24–25, 2024!

These funds have already made an immediate impact in our community, supporting our students, staff, and programs. Many thanks to our generous matching-gift partners who made additional gifts of $100 per donor possible.

This year, we celebrate the generosity of 648 financial donors and 214 individuals who made a service pledge as a part of our 60th Anniversary Giving Day. Our community's philanthropy has an impact here on campus and in communities all across the globe. Thank you to all who joined together to champion the mission, vision, and values of Carolina Friends.

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April 25	Reunions and more!
April 26	FriendsFest | Haw River Ballroom
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Co-founders Peter and Martha Klopfer with students and staff on the 60th anniversary of our first class meeting last September.